

College of San Mateo
Official Course Outline

1. **COURSE ID:** ESL 895 **TITLE:** Reading Improvement for Multilingual Students
Units: 0.5 units **Hours/Semester:** 24.0-27.0 Lab hours
Method of Grading: Pass/No Pass Only

2. **COURSE DESIGNATION:**
Non-Degree Credit
Transfer credit: none

3. **COURSE DESCRIPTIONS:**
Catalog Description:

Practice in reading skills, including comprehension, vocabulary, critical thinking, and fluency. Designed for all levels. Assignments will be tailored to the specific needs of each student. Students work independently at their own pace and meet with an instructor at regular intervals throughout the semester. Students must complete a minimum of 24 hours of work.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

1. Read and understand the text by applying critical comprehension strategies such as inference and judgment
2. Read and understand the text by applying comprehension strategies such as identifying topics, main ideas, and supporting details
3. Use writing to demonstrate reading comprehension
4. Analyze works, structurally and contextually, to improve vocabulary
5. Read text faster with improved comprehension using rate-improvement strategies

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

1. Read and understand the text by applying comprehension strategies such as identifying topics, main ideas, and supporting details.
2. Read and understand the text by applying critical comprehension strategies such inference and judgment.
3. Use writing to demonstrate reading comprehension.
4. Analyze words, structurally and contextually, to improve vocabulary.
5. Read text faster with improved comprehension using rate-improvement strategies.

6. **COURSE CONTENT:**

Lecture Content:

N/A

Lab Content:

1. **Comprehension** skills to be taught should include one or more of the following:
 - A. main ideas,
 - B. supporting details,
 - C. inference.
2. **Vocabulary** should be taught using one or more of the following:
 - A. word lists,
 - B. in-context strategies,
 - C. signal words.
3. **Reading speed** may be taught as appropriate to aid in reading comprehension by using one or more of the following, using both books and software programs:
 - A. survey,
 - B. skim,
 - C. scan,
 - D. "chunking."

TBA Hours Content:

N/A

7. **REPRESENTATIVE METHODS OF INSTRUCTION:**

Typical methods of instruction may include:

- A. Other (Specify): Individual meetings with instructors and self-paced textbook and computer activities

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Reading Assignments:

Each unit (approximately 6 hours of time) should include an assignment of 2-3 reading passages from one or more of the recommended texts and related vocabulary and follow-up comprehension activities (also in the texts). Students may also do additional vocabulary development activities, work on developing metacognitive reading strategies, as well as work on increasing reading speed.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. • Pre-Test/Diagnostic • Instructor approval of work at regular intervals • Mastery tests of reading and vocabulary assignments • Post-Test/Final Exam

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Paul, Victoria. *Reading Plus*, ed. Greenfield Learning, 2018
- B. Langan, John. *Groundwork for College Reading*, 5th ed. ed. Townsend Press, 2016
- C. Milada Broukal and Janet Milhomme. *All About the USA: A Cultural Reader*, 2nd ed. Pearson Ed, 2007

Origination Date: April 2022
Curriculum Committee Approval Date: May 2022
Effective Term: Fall 2022
Course Originator: Evan Kaiser